



Developing Healthy School Communities HANDBOOK

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FOR MORE INFORMATION, PLEASE CONTACT:

Alberta Healthy School Community Wellness Fund
Centre for Health Promotion Studies
University of Alberta
5-10 University Terrace
8303 - 112 Street
Edmonton, Alberta
Canada T6G 2T4

TEL: (780) 492-2537

FAX: (780) 492-9579

EMAIL: healthyschools@ualberta.ca

www.achsc.org/wellness_fund.htm

Overview

The Alberta Healthy School Community Wellness Fund is a joint initiative between the:

- University of Alberta's Centre for Health Promotion Studies
- Alberta Coalition for Healthy School Communities
- Alberta Health and Wellness

The objective of the Wellness Fund is to enhance the health and wellbeing of school-aged children and youth within Alberta school communities through support of school community projects, which address healthy eating, active living and positive social environments using a comprehensive school health approach.

The Wellness Fund provides funding to projects that demonstrate readiness in moving ahead with the development of healthy school communities. Wellness Fund staff provide support and assistance through facilitating school communities to build on existing strengths and address self identified needs.

The Wellness Fund works in partnership with Expanding Healthy School Communities (EHS), funded by Alberta Education. The objective of EHS is to review the work of Wellness Fund projects by describing the wide variety of approaches being used to promote healthy school communities and by identifying conditions for the successful development and sustainability of healthy school communities. The results of this review are incorporated within this handbook.

This handbook is intended to support the development of healthy school communities through a process which promotes a culture of wellness for all stakeholders.

Acknowledgments

First and foremost the Wellness Fund would like to thank our projects across Alberta for their enthusiasm, drive and commitment in developing healthy school community initiatives by creating a synergy with a range of stakeholders in school communities and with other community partners across the province.

Partnerships and community collaborations have played a critical role in the success and sustainability of Wellness Fund projects. In addition to the School of Public Health, Alberta Coalition for Healthy School Communities and Alberta Health and Wellness, other key partners who contribute to the development of healthy school communities in Alberta include Alberta Education, Alberta Health Services, Ever Active Schools, Be Fit for Life Centres and the Joint Consortium for School Health.

Understanding the Relationship between a Healthy School Community and a Comprehensive School Health Approach

Background

A **Healthy School Community** is one that supports the wellness of children and youth and the entire school community by promoting wellness through the implementation of a **comprehensive school health** framework. It is a school community that constantly strengthens its capacity as a healthy setting for living, learning and working.

Aligning with the International Union for Health Promotion and Education's 10 principles of a health promoting school (2007; p. 2), a healthy school community:

- Promotes the health and wellbeing of students.
- Upholds social justice and equity concepts.
- Involves student activity and empowerment.
- Provides a safe and supportive environment.
- Links health and education issues and systems.
- Addresses the health and wellbeing issues of staff.
- Collaborates with the local community.
- Integrates into the school community's ongoing activities.
- Sets realistic goals.
- Engages parents and families in health education.

A **comprehensive school health** framework or approach (**also referred to as a health promoting schools approach**) is the mechanism that is used to assist in the development of a healthy school community. Comprehensive school health is NOT the end result but is rather what is used to achieve a healthy school community.

Canada's Joint Consortium for School Health (JCSH) states that CSH is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school wellness in a planned, integrated and holistic way. It is not just about what happens in the classroom. Rather, it encompasses the whole school environment with actions addressing four distinct but inter-related pillars that provide a strong foundation for a healthy school community (JCSH, 2008).

REFERENCE

International Union for Health Promotion and Education (IUHPE). (2007). Protocols and guidelines for health promoting schools. Paris: IUHPE.

Four Pillars of a Comprehensive School Health Approach

1. Social and physical environment
2. Teaching and learning
3. Healthy school policy
4. Partnerships and services

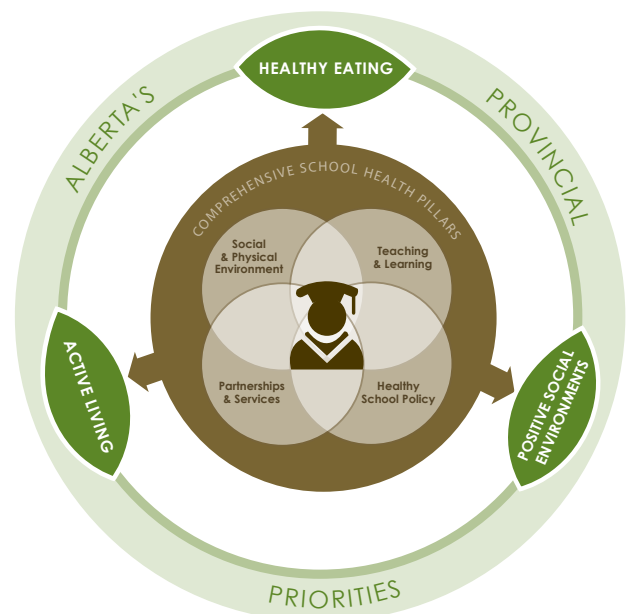


Wellness Priorities for Healthy School Communities in Alberta

Alberta has defined three priority areas upon which school communities should focus:

- Healthy Eating
- Active Living
- Positive Social Environments

It is important not to confuse these priority areas as being part of the comprehensive school health framework, as this framework can be used to address any number of health related issues beyond Alberta's three priority areas for wellness. (see diagram on right)



Definitions of Pillars (ADAPTED FROM THE JCSH)

Social Environment

- The culture within the school community
- The quality of relationships among and between staff and students in the school community
- The sense of belonging and connectedness within the school community
- The emotional well-being of students and staff
- Relationships with families and the wider community

Physical Environment

- The buildings, grounds, play space, and equipment in and surrounding the school and school community
- Available choices that affect health and wellness
- Basic amenities such as sanitation and air cleanliness

Teaching and Learning

- Resources, informal practices, activities and provincial/territorial curriculum where students gain age-appropriate knowledge and experiences, helping to build the skills to improve their health and well-being.
- Opportunities for staff to build knowledge and develop skills to support and influence change that improves the wellness of the school community

Healthy School Policy

- Practices, decision-making processes, rules, procedures and regulations at all levels that promote health and wellbeing of members of the school community

Partnerships

- The give-and-take relationships between the school, the students, their families and the wider community
- Supportive working relationships within schools (between staff and students), between schools, and between schools and other community organizations and representative groups
- Health, Education and other sectors working together to advance school community wellness

Services

- Community and school based programs offered to assist in the promotion of student, staff and community health and wellbeing

Why do we need a Comprehensive School Health Approach?

Health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier (WHO, 2003). Research has shown that a comprehensive school health approach is an effective way to tap into that connection, improving both health and educational outcomes (Deschesnes et al., 2003).

In the classroom, a comprehensive school health approach helps to improve academic achievement and can increase positive behaviours (Deschesnes et al., 2003). In the broader school environment, it helps students develop the skills they need to be physically and emotionally healthy for life (WHO, 2007).

A Comprehensive School Health Approach:

- Recognizes that healthy young people learn better and achieve more
- Understands that schools can directly influence students' health and behaviours
- Encourages healthy lifestyle choices, and promotes students' health and wellbeing
- Incorporates health into all aspects of school and learning
- Links health and education issues and systems
- Needs the participation and support of families and the community at large

The World Health Organization (WHO) recognizes the need for education and health to work together to develop a healthy school community:

A healthy school community "...improves young people's abilities to take action and generate change. It provides a setting, within which they can gain a sense of achievement, working together with teachers and others. Young people's empowerment, linked to their visions and ideas, enables them to influence their lives and living conditions" (WHO, 1997).

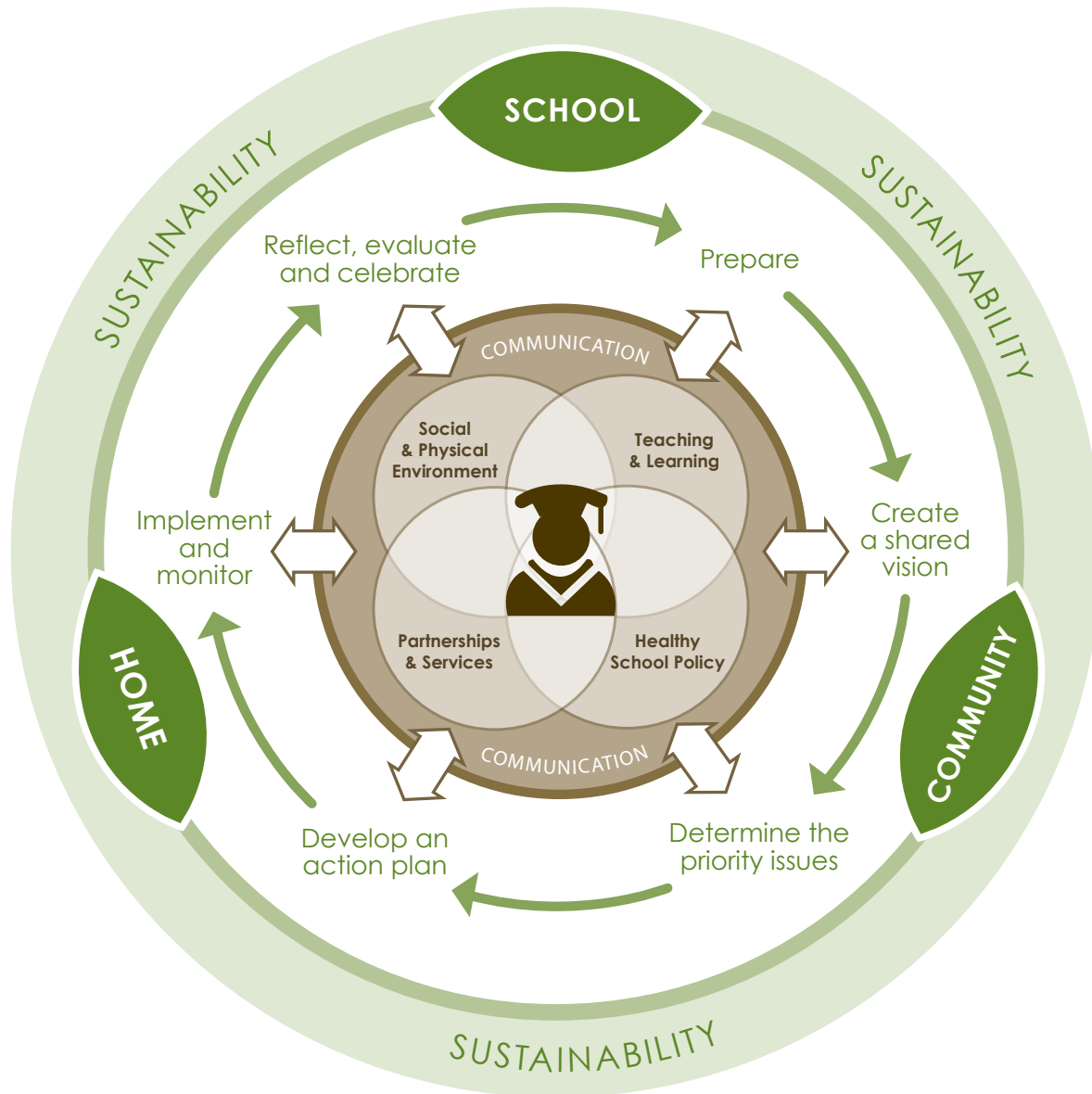
Developing a Sustainable Healthy School Community

A comprehensive school health approach encompasses the whole school environment by tapping into the knowledge, skills and energy of the school, home and community. The richness of this work is realized when all three are integrated and harmonized leading to improved learning, enhanced well-being and positive relationships.

Sustainable change can be achieved by forging partnerships between home, school and community to support the development of a healthy school community.

A Process Model that Supports the Development of a Healthy School Community

This diagram integrates the comprehensive school health framework with an internationally recognized community development process while embracing the key stakeholders needed to create a sustainable healthy school community. It shows a cyclical process indicating that all elements are interconnected with no start or end point to creating a healthy school community.



Alberta Health Services. (n.d.). Health Champion Tool Binder: Comprehensive School Health. [CD Resource].

Joint Consortium for School Health. (2008). What is Comprehensive School Health? Retrieved from http://eng.jcsh-cces.ca/index.php?option=com_content&view=article&id=40&Itemid=62

Queensland Government. (2005). Health Promoting Schools Toolbox: Booklet 2 – how do we do it?...the process. Retrieved from www.health.qld.gov.au/healthyschools/toolbox.asp

Focusing on a 'Process' for Developing a Healthy School Community

Two important factors to consider throughout any process are **sustainability** and **communication**. These key elements are central to the success of a project and should be reflected upon frequently.

Sustainability

In order to sustain any changes made and to embed those changes within the culture of the school, school communities need to consider how to build capacity within their community. Schools can:

- Build skills and knowledge in staff and students
- Connect to information, experts, tools and funding options
- Promote initiatives and successes
- Develop and engage effective community partnerships
- Build capacity as a wellness setting for living, learning and working through a comprehensive school health approach
- Integrate health into the culture of the school

Communication

Developing effective communication takes time and involves commitment and support from key individuals. Within a community, there are many different levels between which communication should occur to be effective, appropriate and of interest to the audience.

A communication strategy or plan should be put in place to raise awareness about the project the initiative, to disseminate results and impact and to ensure all community members are considered equitably. A communication strategy should:

- Ensure there is a clear understanding of the importance of two-way communication, providing information and asking for feedback
- Communicate clearly, accurately and in context with the situation
- Ensure information is distributed in a timely fashion so it may be used effectively
- Plan meetings and assemblies, community forums and events to engage the community
- Implement regular reporting schedules
- Set up a communications network to reach the whole community using different media such as: minutes, newsletters, email, announcements, website, blogs, wiki, Facebook, twitter, outlook calendar reminders, suggestion boxes, library, bulletin board, posters, displays

Process

The following six-step cyclical **Process** should be applied when developing an initiative and when planning and implementing specific activities. Note, the “Implement and Monitor” and “Reflect, Evaluate and Celebrate” steps should occur throughout the entire process and the cycle should be reviewed on an ongoing basis.

Prepare

Careful planning is the key to achieving and sustaining success when implementing change in the school community – don't lose the momentum:

Identify health champions

- While sharing the workload is recommended, there still needs to be a key person or persons to take responsibility for getting the project started and leading the way
- Within a comprehensive school health approach this key role has been given a variety of names; health lead, health champion, lead teacher, project lead, project coordinator, project facilitator, etc.

Form a wellness committee

- This committee should be formed from a cross-section of stakeholders with a range of talents and should include students, teachers, staff, administration, parents, community partners such as health professionals and local businesses as appropriate to your project
- Identify and share the roles and responsibilities for each part of the initiative – identify and use the talents and strengths of committee members
- Plan the implementation and evaluation of initiatives
- Promote and maintain communication throughout the school community – let people know what is going on
- Keep track of all activities through the action plan

Understanding the relationship between a healthy school community and comprehensive school health (refer to pages 2 and 4)

- A comprehensive school health approach is not an add-on; it should be the way a school community thinks and operates
- Be clear how to proceed to ensure the initiative is both successful and sustainable and will meet the needs of the school community
- Plan how to embed the initiative within the culture of the school community from the start

Understand that not everyone will be on board at the start

- Determine the key people necessary to support the project and clearly communicate with them in order to gain support
- Devise a strategy to inform others about the project
- Involve as many people as possible in sharing ideas

Create a shared vision

Consider what the ideal situation would be for the school community – what is the project trying to achieve?

- Involve a range of stakeholders from the school community
- Consider what a healthy school community should look like
- Brainstorm ways the school can become a happier and healthier place to live, learn, work and play
- Be ready to communicate the shared vision to the school community

Determine the priority issues

Consider what has already been achieved and identify the priorities for the year ahead.

- Assessment or planning tools (see Needs Assessment page xx) can help identify the current situation and highlight areas of need. Focus groups, a comment box or a self-developed survey could also provide insight about the priority issues. Feedback provided by these tools can be used to inform the direction that should be taken and assist in developing healthy school community goals
- Completing an assessment of your school community can:
 - Provide an organized and thoughtful approach to improving health and wellness in the school community
 - Help with the decision-making process on what actions to take
 - Help increase support for change
 - Help identify strengths in the community
 - Provide a means by which progress can be measured and demonstrated over time
 - Engage stakeholders in a prioritization process
- Target issues for which there are already resources
- Communicate the determined priorities to the school community
- Accept that change will take time

Develop an Action Plan

Develop a plan to continue moving forward to build upon what has been achieved this year or the good things already happening in the school community:

- State each identified goal – make it SMART (Specific, Measurable, Achievable, Realistic & Time-related)
- Identify strategies and actions required
- List human and material resource requirements and specify a budget as required
- Specify roles and responsibilities
- Identify links to the curriculum
- Plan to share the activities/direction contained in the action plan with the school community
- Utilize the action plan (page 15) as a working document to monitor, evaluate and track changes

Implement and Monitor

The more comprehensive the action plan, the easier the implementation will be:

- Hold a launch –let everyone know each time an activity is taking place and exactly what is going to be happening
- Keep open lines of communication between all individuals involved
- Continuously track progress so that amendments or changes can be made to the plan as necessary
- Ensure everyone is aware of any changes being made

Reflect, Evaluate and Celebrate

Bring closure to activities even as next steps are planned and take time to reflect:

- Were the planned goals reached?
- Review the action plan and record results
- Gather input/data from the whole school community
- Consider what worked and what was not successful and analyze why
- How were the 4 pillars of a comprehensive school health approach impacted?
- Be proud of the achievements and celebrate them

What is meant by “Evaluate”?

The systematic collection and analysis of information about project activities, characteristics and outcomes to:

- make judgments about the project
- improve project effectiveness; and/or
- inform decisions about future project planning

There should be a specific and intended use in mind for each evaluation activity planned.

(Adapted from Patton, 2008)

Evaluation can benefit your project by providing information about:

- Relevance of the project to the school community's needs
- Project operations (e.g., is the project operating as planned?)
- Project strengths and weaknesses and identified lessons learned
- Attainment of goals and related objectives
- Project issues
- Perceived impact

(Adapted from Love, 2007)

Needs Assessment

One type of evaluation that aids in action plan development is a needs assessment. Needs assessments can aid in project planning by highlighting the areas of the school community requiring improvement. This is also an opportunity to identify school community strengths that support making improvements.

The following list highlights tools that can be used to perform a needs assessment in your school community. These tools can be used, and we encourage their use, regularly over time. Each time the tool is used, the results will provide you with a benchmark that can be used as a comparison to the results of the previous use. This comparative process, a form of evaluation, provides regular opportunities for reflection and for making adjustments to the action plan so impact of the project is continually improved. Tools outlined in the list below are described in detail in tables in the appendix, page A7.

- Health Assessment Tool for Schools
- Healthy School Planner
- Healthy Schools Rubric
- Tell Them From Me STUDENT
- Tell Them From Me TEACHER
- Tell Them From Me PARENT

Other types of evaluation resources may also support the planning and operation of healthy school community projects. Additional resources are provided below:

ONLINE EVALUATION TOOLKIT

The Program Evaluation Tool Kit, endorsed by the Public Health Agency of Canada, is a practical, step-by-step guide that will help you evaluate your project through a series of short modules with simple explanations and specific tools for planning, conducting and using evaluation.

<http://www.phac-aspc.gc.ca/php-psp/toolkit-eng.php>

EVALUATION CASE STUDY

Active Play Project Evaluation - Appendix 6 (pg. 55) of the Physical Activity Evaluation Handbook

http://www.cdc.gov/nccdphp/dnpa/physical/health_professionals/interventions/handbook.pdf

EVALUATION RESOURCES WEBSITE

Children, Youth and Families Education and Research Network (CYFERnet)

<http://www.cyfernet.org/index.php?c=6>

HIRE AN EVALUATION CONSULTANT

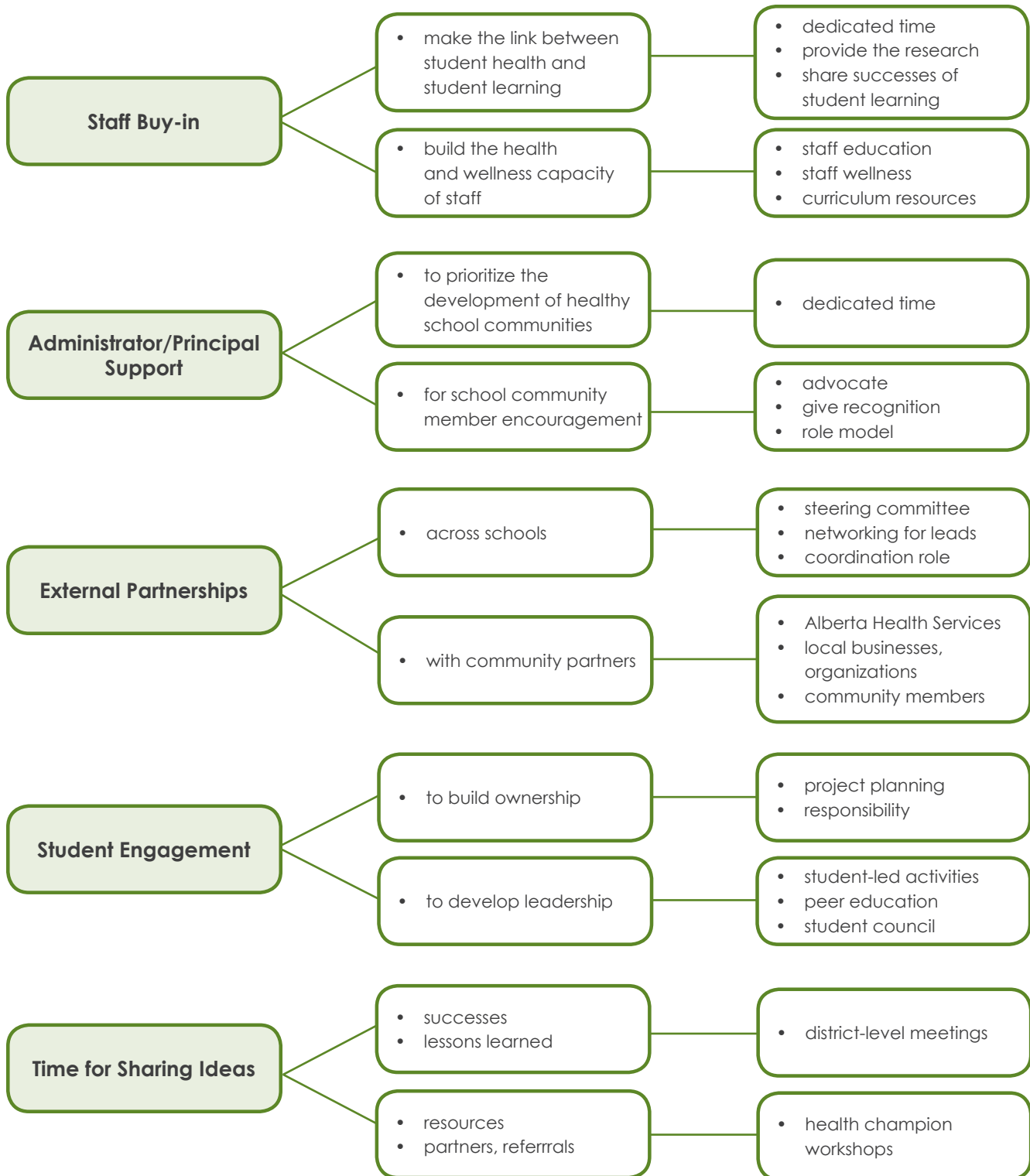
The Wellness Fund encourages seeking assistance from evaluation consultants. The Canadian Evaluation Society provides a comprehensive list of evaluation consultants available across Alberta at the following URL:

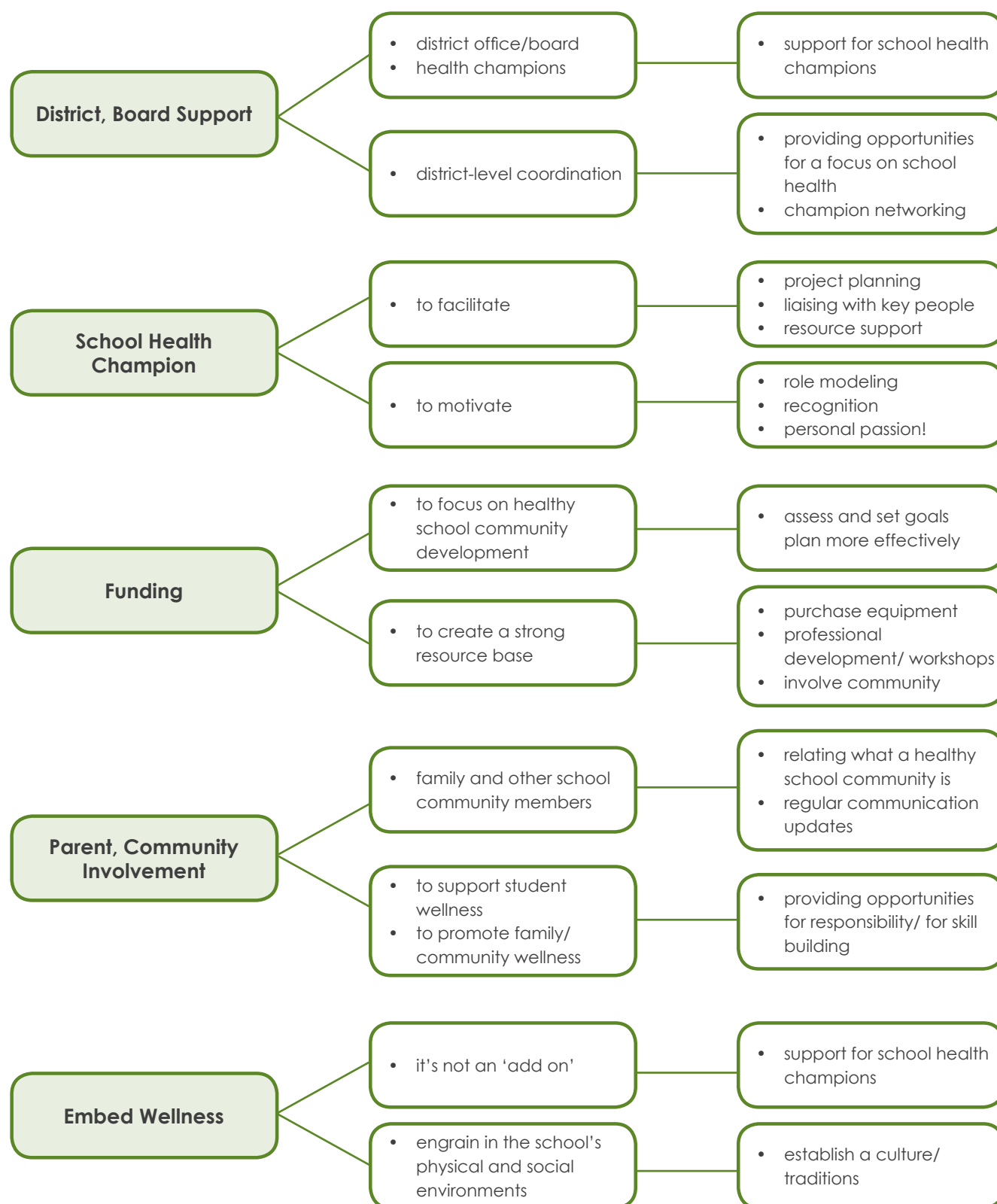
<http://ab.evaluationcanada.ca/consultants.php>

Additional evaluation guidance can be sought from Wellness Fund staff.

Elements Identified to Support the Development of a Healthy School Community

Each year, Wellness Fund projects share what they have been doing as well as the noted effects their efforts have had on students, staff and the wider school community. In reviewing the information collected the following common elements, which support the development of healthy school communities, have been identified.





Wellness Policies

Many school communities in Alberta are creating and implementing policies and procedures designed to improve the health and wellness of their school community. Policy in a healthy school community setting refers to the management of practices, decision-making processes, rules, procedures and policies at all levels that promote health and wellbeing, and shape a respectful, welcoming and caring school environment. In a school community context, it can be considered a contract between stakeholders.

While policy is not essential, it can help create sustainability by ensuring that practice becomes embedded within the culture of the school community. The most successful way to develop policy is through consultation with all stakeholders; a top-down, bottom-up approach is more likely to achieve buy-in especially when policy is created from practice rather than by dictating practice. Below are links to examples of wellness policies in Albertan school jurisdictions.

Battle River School Division

http://www.brsd.ab.ca/documents/policy/policy_21.htm

Black Gold Regional Division

<http://content.blackgold.ca/Publications/Policies/Policy/Policy.htm>

Calgary Separate School District

http://www.cssd.ab.ca/default.asp?V_ITEM_ID=1456

Calgary Board of Education

<http://www.cbe.ab.ca/policies/policies/AR3047.pdf>

Chinook's Edge School Division No. 73

<http://www.chinooksedge.ab.ca/docs/library/POL%202%2014.pdf>

Edmonton Public Schools

<http://policy.epsb.ca/gbe.ar.shtml>

Edmonton Catholic School District

http://www.ecsd.net/policies_forms/general_school_admin.html

Lethbridge School District 51

<http://lethsdweb.lethsd.ab.ca/OurDistrict/Documents/Policy%20504.11%20Healthy%20Nutritional%20Choices.pdf>

Medicine Hat Catholic Board of Education

<http://new.mhcbce.ab.ca/docs/library/Administrative%20Procedure%20112%20Nutrition%20Final.pdf>

Red Deer Public Schools

<http://www.rdpsd.ab.ca/docs/library/40501-Nutrition.pdf>

Wetaskiwin Regional Public School

<http://www.wrps.ab.ca/documents/100-general-administration>

Wolf Creek Public Schools

[http://www.wolfcreek.ab.ca/Procedures100?object=/documents_directory/Procedures%20\(admin\)/Section%20100%20General%20Administration&inforbar=no%20templates=rwd&confposition=2](http://www.wolfcreek.ab.ca/Procedures100?object=/documents_directory/Procedures%20(admin)/Section%20100%20General%20Administration&inforbar=no%20templates=rwd&confposition=2)

Healthy Students Learn Better!

(School Nutrition Handbook, Calgary Health Region, 2005)

HEALTHY EATING

Research shows that students who are well nourished perform better in school:

Fruit and vegetables consumption and dietary fat intake is important to academic performance. Further, overall diet quality and academic performance are associated with each other. (*Florence et al. 2008*)

Improvement of the physical eating environment can lead to an increase in student engagement and attentiveness in the classroom. (*Storey et al. 2011*)

Undernourished children have difficulty focusing on tasks, have lower self-esteem and are absent more often from school (*School Nutrition Handbook, Calgary Health Region, 2005*)

POSITIVE SOCIAL ENVIRONMENTS

Research describes significant effects of positive social environments on the school community:

A healthy psycho-social school environment can enhance the social and emotional well-being of students, making a critical contribution to academic achievement. (*Creating an Environment for Emotional and Social Well-being et al. 2003*)

A variety of studies have shown that social- emotional learning programs have led to increased academic performance. (*Zins et al. 2011*)

"A school-wide approach to positive behavior effectively promotes a safe orderly and predictable environment for learning and teaching." (*Supporting Positive Behavior in Alberta Schools, Alberta Education, 2008*)

PHYSICAL ACTIVITY

Research suggests that physical activity improves cognitive performance and academic achievement in children:

Physical activity can:

- contribute to the school climate by creating a sense of togetherness and acceptance
- create positive self-perceptions of competence
- create positive body-image perceptions
- build social skills such as teamwork, fair play and tolerance
- builds self-esteem
- reduce the likelihood of smoking and drug use behaviors
- improves academic performance

(*WHO Promoting physical activity in schools: An important element of a health-promoting school, 2007*)

Healthy Eating

Adapted from the *Alberta Nutrition Guidelines For Children And Youth* (Government of Alberta, 2010)

www.health.alberta.ca/health-info/nutrition.html

(Additional resources can be obtained from: www.albertahealthservices.ca/2925.asp)

Children and youth have different nutritional needs than adults, and should not be considered as little adults. Proper nutrition is especially important during childhood and adolescence to:

- Support optimal physical, cognitive, and social growth and development
- Develop healthy eating habits now and for the future
- Achieve and maintain healthy body weights
- Reduce the risk for chronic diseases such as heart disease, cancer, osteoporosis, and type2 diabetes

Although the nutritional requirements of young people vary with age, sex, and level of activity, all children and youth benefit from a well-balanced approach to eating. A comprehensive approach to healthy eating must consider:

- The components of a healthy diet
- Ways to enhance access to safe, nutritious foods
- Ways to create environments that support healthy food choices

While parents play a significant role in healthy food choices, personnel at childcare facilities, schools, recreational facilities and community events can all make a unique and important contribution. The Alberta Nutrition Guidelines for Children and Youth adopt a positive approach, and describe general and specific ways in which Albertans can be involved in supporting the health and well being of Alberta's children and youth.

By following the Alberta Nutrition Guidelines to provide healthy diets for children and youth, school communities can:

- Make the healthy choice the easy choice by making nutritious foods more accessible, and limiting the availability of foods that are less nutritious
- Enhance access to safe, nutritious foods by providing safe food handling instruction for all individuals who prepare or serve food and address the potential areas for allergies
- Work together with staff, parents, children and caregivers to develop policies that support children and youth in making healthy food choices
- Make sure everyone is aware of food policies, including children, parents, and caregivers
- Encourage adults to be positive role models. Children adopt many of the eating habits and attitudes about food, health and body weight that they observe in the significant adults in their lives
- Allow children to have a positive association with food by providing an environment where they can enjoy being relaxed and comfortable
- Talk and teach -Eating well for a lifetime requires both knowledge and skills. Talking to children and youth about the benefits of healthy eating, and teaching basic shopping, cooking, and menu planning skills lays the foundation for good health
- Be creative with rewards. Rewards can be non-food items such as extra free time, stickers, games, craft or sports equipment
- Use only healthy food items or non-food items for fundraising purposes

- Create calm, pleasant atmospheres that make eating enjoyable, and promote the social development of young people
- Recognize and celebrate that healthy bodies come in different sizes and shapes

Active Living

Adapted from the Healthy U website <http://www.healthyalberta.com/>

Active living means that you find ways to be physically active every day. Being active can help protect against heart disease, Type 2 diabetes, osteoporosis, arthritis, depression and some types of cancer. Along with healthy eating, physical activity helps maintain a healthy weight.

Canada's Physical Activity Guides recommend at least 60 minutes of daily physical activity for children and youth. Promote active living to help children stay healthy and learn better by scheduling active living programs during the school day, such as:

- Getting children to and from school using active forms of transportation
- Daily physical education
- Daily physical activity
 - Include different activities (of different intensities)
 - Consider each student's ability
 - Use resources within the school and the larger community
 - Allow students to have a choice in the physical activities offered
- Scheduling activity time
- Increasing activity in core classes
- Providing access to after-school programs
- Providing physical activity resources for teachers

Children who have participated in physical education during the school day are also more likely to be active in their leisure time.

Active Children are more likely to:

- Feel better about themselves and their physical ability (and cope better with stress)
- Do better in math, reading and memorization
- Be more creative and ready to learn

How Daily Physical Activity Can Work in Your Schools

Many schools find that daily physical activity works best when it's a scheduled event each day. It's also a good idea to make daily physical activity part of a comprehensive plan that includes healthy food choices and education about physical activity and healthy eating and should involve both the home and community. (Resources can be obtained from www.everactive.org)

A Natural Experience - The Benefits of Outdoor Play

Almost all children (and adults) have a “natural attraction” to the outdoors, playing outside, and learning about nature. Being outside and playing outside is vital to a child's growth, and their physical and mental development; it's important to allow and encourage our children to spend lots of time in the natural world.

Children engage in more active play when they are outside, as opposed to inside. Active kids are healthy kids, and outdoor activities are especially healthy for them as it gives them a chance to burn off energy. It also:

- Can be calming and allow kids to “recharge” their energy levels
- Helps kids learn to interact with and understand the natural world
- Offers a chance for more social interaction with peers
- Helps to develop their powers of observation and their assessment of risk
- Offers more opportunities for creativity and free play
- Helps to build a strong link between physical health and outdoor play, at a young age

Positive Social Environments

Adapted from the Healthy U website <http://www.healthyalberta.com/>

We're all quite familiar with physical health, and we recognize the benefits of exercise and healthy food. The idea of mental health and well-being, however, tends to be more complex. Schools have a role to play in improving the mental health of students. One way to look at it is in the context of positive social environments. This means that schools strive to be a place where mental well-being is valued and take steps to provide an optimal environment where both physical and mental health can flourish

What Is Mental Health?

Mental health is more than just the absence of mental illness. A mentally healthy person has:

- Meaningful and positive interactions with other people and the environment
- The ability to adapt well to change and cope with adversity
- A balance in all aspects of life, including mental, physical, emotional, social and spiritual aspects

Schools are a natural place for kids to engage in activities that build their confidence and enhance self-esteem. Make it a priority in your school to ensure all students have a wide variety of opportunities to achieve success. Here are some other ways to support positive social environments in schools:

- Encourage mental health first aid training for school staff. Use the Alberta Health Services Mental Health Kit
- Ensure that each child has an adult at the school that they are comfortable talking to. Many schools have staff/student connection programs, peer support programs or mental health promotion programs
- Allow room for students to express themselves and be creative. Not everyone likes basketball and not everyone likes art
- Pay attention to bullying and relational aggression (e.g., spreading rumours, gossiping, leaving friends out of the group deliberately). Don't sweep it under the carpet by saying something like “that's just girls,” or “that's just boys.” Step in and make a difference

Feeling Connected at School

When students feel part of their school community and are cared for by people at their school, they are less likely to get into trouble. They also have higher levels of emotional well-being. This feeling of belonging, often called 'connectedness,' can be especially important during times of stress or when difficult decisions have to be made. Adults and peers, curricular and extracurricular activities, policies and practices all affect the level of connectedness your child feels at school.

What Is School Connectedness?

These are some of the major elements that help kids feel they belong and are cared for at their school:

- Parents and Teachers who support and care for individual students
- Good friends at school
- Students caring about current and future academic performance
- Discipline policies that are fair and efficient
- Participating in extracurricular activities

A child's sense of belonging to a school plays a key role, not only in academic success but also in decreasing risky behaviour and supporting mental well-being. (Resources can be found at www.sacsc.ca)

Appendices

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Developing Healthy School Communities - Solutions to Barriers • A21

References • A36

Activities and Actions within the Pillars of a Comprehensive School Health Approach

This table (see appendix, page X) highlights some of the activities and actions completed by Wellness Fund Projects

| PILLARS OF A COMPREHENSIVE SCHOOL HEALTH APPROACH | | | | |
|--|---|---|--|--|
| Healthy School Policy | Partnerships & Services | Teaching & Learning | Social Environment | Physical Environment |
|  <p>Healthy Eating Initiatives</p> <ul style="list-style-type: none"> Foods and beverages sold are consistent with the Alberta Nutrition Guideline Prohibit energy drinks and pop on school grounds | <ul style="list-style-type: none"> Connect with a dietitian to make informed food related decisions Invite grocery stores and restaurants to sponsor a food program | <ul style="list-style-type: none"> Incorporate healthy eating knowledge into subjects such as science and math Provide PD opportunities for staff members to gain information on healthy eating | <ul style="list-style-type: none"> Consider a breakfast program which provides opportunities for students to interact with each other Facilitate a sense of ownership by students and other school community members by seeking their input into changes to the school environment that facilitate healthy eating options. | <ul style="list-style-type: none"> Grow a vegetable garden Provide equipment that supports healthy breakfast/lunch programs and cooking clubs Include healthy options in food menus and offset the cost by raising the prices of less healthy options Replace vending machine offerings with healthy choices |
|  <p>Active Living Initiatives</p> <ul style="list-style-type: none"> Commit to DPA for every student and facilitate DPA related training for all new teachers Prioritize Physical and Health Education in timetables | <ul style="list-style-type: none"> Connect with community centres to increase opportunities for active living Utilize the school's existing infrastructure and open it up to the school community after learning hours | <ul style="list-style-type: none"> Create non-instructional time active living opportunities and incorporate teachers Provide PD opportunities to enhance DPA and Physical and Health Education | <ul style="list-style-type: none"> Incorporate students into fundraising initiatives to create a sense of ownership Create activity options that increase the diversity of alternatives to team/traditional sports Encourage opportunities for students to plan and implement intramurals | <ul style="list-style-type: none"> Create an equipment sign-out program for evenings and weekends Facilitate recess activity with tarmac markings Provide easy access to DPA bins |
|  <p>Positive Social Environments Initiatives</p> <ul style="list-style-type: none"> Implement a social-emotional curriculum (eg. The Fourth R) and support on-going training for the school community Instill a sense of belonging and connectedness among staff, students and families | <ul style="list-style-type: none"> Partner with the local seniors home to create a reciprocal mentoring program Partner with the larger community to support anti-bullying initiatives Invite families to participate in the classroom | <ul style="list-style-type: none"> Integrate social issues into Physical and Health Education, CALM and leadership curriculums Provide staff training to promote and support positive social environments | <ul style="list-style-type: none"> Form peer support groups and cross grade mentoring groups Create and support leadership classes Form a wellness committee that incorporates members from the school community | <ul style="list-style-type: none"> Use gardens and socializing areas to promote positive interactions between school members Utilize artistic talent to create murals and art installations in the school |

WELLNESS PRIORITIES

Government Initiatives Supporting the Development of Healthy School Communities

| PILLARS OF A COMPREHENSIVE SCHOOL HEALTH APPROACH | | | | |
|--|---|--|--|---|
| Healthy School Policy | Partnerships & Services | Teaching & Learning | Social Environment | Physical Environment |
| • Healthy school assessment and planning tools | | | | |
| <ul style="list-style-type: none"> • Alberta Nutrition Guidelines for Children and Youth • Daily Physical Activity • Healthy school assessment and planning tools • Physical Activity Guidelines • Sedentary Guidelines | <ul style="list-style-type: none"> • Alberta Healthy School Community Wellness Fund, Centre for Health Promotion Studies (CHPS), University of Alberta (U of A) • Ever Active Schools • Expanding and Evaluating Healthy School Initiatives, CHPS, U of A • Healthy Living Fund, Public Health Agency of Canada • Health and Physical Education Council, Alberta Teacher's Association • Health Promotion Coordinators, Alberta Health Services • Healthy School Community Awards, Alberta Health and Wellness • Healthy U, Alberta Health and Wellness • Joint Consortium for School Health • REAL Kids Evaluation of Healthy Weights Initiative, School of Public Health, U of A • Speak Out – Alberta Student Engagement Initiative, Alberta Education, | <ul style="list-style-type: none"> • Alberta Health Services nutrition resources • Authorised teaching and learning resources for wellness-related programs of study • Daily Physical Activity Resources • Framework for K-12 Wellness Education | <ul style="list-style-type: none"> • Alberta's Approach to Collaborative Practices • Alberta Mentoring Partnership • Bullying Prevention Strategy • Mental Health Capacity Building Projects • Safe communitiesEarly Child Development (ECD) Mapping Initiative | <ul style="list-style-type: none"> • Quality air and water • Quality physical space both indoors and outdoors • Safe communities • Safety Guidelines for Physical Activity in Alberta Schools |

GOVERNMENT INITIATIVES

Tip Sheet

| Students | Healthy School Policy | Partnerships & Services | Teaching and Learning | Social Environment | Physical Environment |
|----------|--|--|--|---|---|
| | <ul style="list-style-type: none"> • Ensure Student Council is part of wellness policy creation • Use student leadership opportunities to be involved in the decision-making process regarding the wellness agenda in your school | <ul style="list-style-type: none"> • Volunteer with local community organizations • Partner on wellness with students from other schools | <ul style="list-style-type: none"> • Deliver the DPA sessions • Share resources and ideas with other students • Challenge your family to eat healthier and be more active • Organize student led health conferences or days • Organize student led assemblies around a wellness theme | <ul style="list-style-type: none"> • Participate in or lead student led activities • Identify activities that the students want and share ideas with the Wellness Committee • Engage people from local community in school projects • Run peer support activities to create positive relationships in the school | <ul style="list-style-type: none"> • Grow plants in earth boxes during the winter and transplant outside in the spring • Create a community garden/greenhouse • Create and display health posters around the school |
| Staff | <ul style="list-style-type: none"> • Have a written plan with timelines and set goals that have been shared with the school community • Start with small steps utilising existing resources • Create a simple evaluation process right from the start and evaluate throughout. Personal observation and informal feedback can be a quick and powerful gauge | <ul style="list-style-type: none"> • Connect with Alberta Health Services to support your initiative • Create a Wellness Committee with a cross section of stakeholders; take all views into account as group support is needed to make change. • Involve students in all aspects of your project | <ul style="list-style-type: none"> • Initiate staff wellness activities • Provide evidence of the impact of healthy choices on learning • Use AHW resources such as the School Nutrition Education Resource list, Alberta Nutrition Guidelines, Sugar Shocker kits, etc • Share wellness resources and weblinks with colleagues • Involve activity in your lessons • Facilitate independence by validating student voice and perspective | <ul style="list-style-type: none"> • Students are your biggest resource - engage them in peer led activities • Give students ownership by allowing them to choose activities and participate in the decision-making process • Provide non-food rewards • Provide intramurals such as cooking or running clubs for students who don't belong to school teams | <ul style="list-style-type: none"> • Make the healthy choice the easy choice in hot lunches, vending and concessions • Create a work out circuit throughout the school for active breaks and provide equipment for classrooms • Purchase earth boxes for classrooms and/or develop outside gardens |

| Healthy School Policy | Partnerships & Services | Teaching and Learning | Social Environment | Physical Environment |
|---|---|--|---|--|
| Administration <ul style="list-style-type: none"> • Make wellness part of the school 3-year plan and embed it into the culture of the school • Implement a school or district wellness policy. • Make wellness a standing item on the staff meeting agenda • Incorporate health related questions into the interview process • Make evaluation a school requirement and make time. • Include foods teachers in planning a nutrition policy | <ul style="list-style-type: none"> • Encourage the Wellness Committee members to address school assemblies and staff meetings • Plan for parent engagement • Partner with local businesses • Invite parent volunteers to run classes • Support and encourage parents to meet the requirements of Healthy eating policy when sending in food • Invite the community to attend events | <ul style="list-style-type: none"> • Consider employing a specialist teacher • Use professional development to increase health knowledge linking with AHS staff • Provide teacher release time for Wellness • Integrate wellness across all curriculum areas • Start staff meetings with a DPA activity and healthy snacks • Start the year with wellness themes as an umbrella then develop and implement all programs under this theme | <ul style="list-style-type: none"> • Build wellness into the culture of the school • Build emotional relationships with staff • Be pro-active in encouraging cultural practices – invite information from different cultures • Engage community members such as local seniors for projects e.g. developing a school community garden • Establish relationships between students and local RCMP, Peace Officers | <ul style="list-style-type: none"> • Obtain more space for activities by utilising the resources in the local community • Schedule activities so that everyone can participate • Make changes to provide more opportunity for active breaks in the class and throughout the school • Paint tarmac games on the playground • Put up signage to share activities with the community |
| School District <ul style="list-style-type: none"> • Developing a shared vision is important but structure and guidance is required • Collaborate with other school divisions then consult before implementing a district wide Wellness Policy • Develop and implement from the ground up to aid buy-in. Put an implementation plan in place with realistic goals. Accept change will take time • Put wellness on the agenda when visiting schools | <ul style="list-style-type: none"> • Initiate opportunities with community and business partners to work with the school district • Make connections between school district wellness objectives and community and municipal plans | <ul style="list-style-type: none"> • Integrate health programs into the curriculum • Provide district wide PD around wellness • Put a Wellness tab on the district website and provide links and resources • Encourage all district level curriculum staff to consider how to embed wellness within their subject areas • Share the research to gain buy-in from staff | <ul style="list-style-type: none"> • Place a district calendar of wellness events on website • Involve the community in district Wellness Programs • Allow students to participate in the decision-making process • Foster a culture of trust, cooperation and empathy | <ul style="list-style-type: none"> • Set up a district resources exchange • Work with food vendors to ensure they meet the ANG |

| Parents / Parent Council | Healthy School Policy | Partnerships & Services | Teaching and Learning | Social Environment | Physical Environment |
|--------------------------|--|---|---|---|---|
| | <ul style="list-style-type: none"> • Be part of the policy development process • Ask questions and encourage your school or division to develop policy | <ul style="list-style-type: none"> • Become a member of the Wellness Committee or school-community action groups • Support the committee in developing a good communications network • Participate in the HASS • Link Community League activities with the school | <ul style="list-style-type: none"> • Offer your skills as a teaching resource • Support extra-curricular activities • Participate in school wellness events • Interact with the school regarding learning initiatives | <ul style="list-style-type: none"> • Create a healthy hot lunch program • Make fundraising events healthy • Share your cultural diversity • Support active transport initiatives • Be a good role model: pack a healthy lunch, walk your child to school • Donate healthy food to the school breakfast/snack program/classroom parties • Volunteer | <ul style="list-style-type: none"> • Participate in the creation of a community garden and invite in community members • Work with the school to beautify the grounds (add murals, flowers, etc.) • Support improvements to outdoor play areas (help paint farmac games on sidewalks) • Donate (gently used) equipment that your children have outgrown |

Assessment Tools

| | |
|---|---|
| Tool Name | Health Assessment Tool for Schools (HATS) |
| Developed By | Ever Active Schools |
| Focus | Healthy eating, active living, mental well-being |
| Purpose | <p>To identify existing practices that are positively influencing health behaviours as well as areas that need improvement in your school community</p> <p>To inform the development of your health school community action plan (an action plan template is provided on the Ever Active Schools website)</p> |
| Time Required to Complete | 20-25 minutes per individual committee member |
| To Be Completed By | Wellness committee members individually (students, teachers, school staff, administrators, parents and community members). It is recommended that individual results are compared and discussed amongst committee members. |
| Format(s) for completion | Online (preferred by EAS), hard copy |
| Analysis and Results | <p>Analysis is completed by the University of Waterloo.</p> <p>Results are compiled into a summary report and sent to the wellness committee</p> |
| Tested for Reliability and Validity? | Unknown |
| Highlights | Tool is structured using the pillars of a comprehensive school health approach in the form of Ever Active Schools' four E's – Everyone, Education, Environment, Evidence which are comparable to the Joint Consortium for School Health's pillars |
| Access | <p>Users must be Ever Active Schools members or associates</p> <p>Tool is only available for completion during April and May of each year</p> <p>http://www.everactive.org/health-assessment-tool-for-schools</p> |
| Cost | <p>Free but a school must have an Ever Active Schools membership as an Associate or a full member (both of which are also free)</p> <p>A hardcopy of the tool can be downloaded for free, though users will have to tabulate their own results</p> |

| | |
|---|---|
| Tool Name | Healthy School Planner |
| Developed By | Propel Centre for Population Health Impact at the University of Waterloo in partnership with the University of British Columbia. Endorsed by the Joint Consortium for School Health. |
| Focus | The school's health environment specific to tobacco use, physical activity, and healthy eating |
| Purpose | To assist schools in assessing their school health environment and developing a subsequent action plan based on strengths identified and areas that need improvement |
| Time Required to Complete | Varies depending on the number of sections your wellness committee chooses to complete |
| To Be Completed By | Wellness committee as a group (such as students - "higher level grades," teachers, parents, adults) |
| Format(s) for completion | Online Hardcopy (though not recommended by the Propel Centre) |
| Analysis and Results | Schools will receive separate school level feedback reports indicating areas of strength and areas for improvement. These reports will help schools develop plans to create a healthy school environment based on local evidence and to monitor progress of policy and program interventions. School level reports can be generated immediately online. These feedback reports can be used by wellness committee to plan and evaluate their efforts with interventions. |
| Tested for Reliability and Validity? | The precursor survey to the Healthy School Planner, which included the physical activity and healthy eating modules, was tested for reliability and validity. |
| Highlights | Users can choose to complete any number of modules A revised version is currently in the works and will be available in the fall of 2012. |
| Access | http://www.healthyschoolplanner.uwaterloo.ca/jcshsite_app/controller/index.cfm |
| Cost | Free with registration |

| | |
|---|---|
| Tool Name | Healthy Schools Rubric |
| Developed By | Alberta Health Services (AHS) – Central Zone, Comprehensive School Health Program |
| Focus | <p>Alberta's provincial priorities (healthy eating, active living and positive social environments)</p> <p>JCSH's pillars of a comprehensive school health approach (Social and Physical Environment, Teaching and Learning, Healthy School Policy and Partnerships and Services)</p> |
| Purpose | This rubric helps a school community assess what stage they are at when developing their healthy school community by providing a set of criteria/standards to which they can compare their current state. Repeated and regular use is encouraged so that comparisons can be made to determine progress over time. |
| Time Required to Complete | Minimum of 15-20 minutes depending on the context/setting |
| To Be Completed By | Wellness committee consisting of, ideally, school administration, teachers, staff, students, and parents. Committee members can complete the rubric individually and then compile the results OR as a team. Regardless, it is highly recommended that conversations/ discussions be a key component of rubric completion. |
| Format(s) for completion | Hard copy (included in the appendices of this handbook entitled "Healthy Schools Rubric") |
| Analysis and Results | Real-time self-analysis; the nature of this rubric is to support self-reflection and self-assessment |
| Tested for Reliability and Validity? | A variety of stakeholders provided input/ feedback including health champions, administrators, Alberta Healthy School Community Wellness Fund, Ever Active Schools, AHS Nutrition Services, and AHS Injury Prevention Program |
| Highlights | <p>The Healthy Schools Rubric was developed in alignment with the new K-12 Wellness Curriculum from Alberta Education.</p> <p>A Healthy Eating Rubric, Active Living Rubric, and Positive Social Environments Rubric are also available and offer a more in depth assessment. If used, please consider contacting Lorna Muise to provide feedback or to ask questions: lorna.muise@albertahealthservices.ca</p> |
| Access | A hard copy is included below entitled "Healthy Schools Rubric." For questions about use and to provide feedback, contact Lorna Muise: lorna.muise@albertahealthservices.ca |
| Cost | Free |

Healthy Schools Rubric

| Rating | Wellness Priorities | | |
|------------------------|--|--|--|
| | Healthy Eating | Active Living | Social Environment |
| 4: It's Working | All available food choices in our school are from the "Choose Most Often/ Choose Sometimes" categories as identified by the Alberta Nutrition Guidelines for Children and Youth (2008), and healthy eating is reinforced in all applicable curricular and extra-curricular areas. | Active living is an integral part of our school culture. A broad range of opportunities for physical activity are provided in all applicable curricular and extra-curricular areas on a daily basis. | We strive to maintain a positive culture within our school community where students, staff, parents and community members feel safe, valued, and connected to the school environment. |
| 3: Nearly There | The majority of available food choices in our school are from the "Choose Most Often/ Choose Sometimes" categories as identified by the Alberta Nutrition Guidelines for Children and Youth (2008), and healthy eating is reinforced in most applicable curricular and extra-curricular areas. | We are integrating active living into the culture of our school. Several opportunities for physical activity are provided in most applicable curricular and extra-curricular areas on a regular basis. | We have begun to foster a positive culture within our school community where students, staff, parents and community members feel safe, valued, and connected to the school environment. |
| 2: On the Road | Some available food choices in our school are from the "Choose Most Often/ Choose Sometimes" categories as identified by the Alberta Nutrition Guidelines for Children and Youth (2008) and healthy eating is reinforced in some applicable curricular and extra-curricular areas. | We are developing strategies to support a culture of active living in our school. Occasional opportunities for physical activity are provided in some applicable curricular and/or extra-curricular areas. | We are developing relationships and implementing strategies that support a positive culture within our school community where students, staff, parents and community members feel safe, valued, and connected to the school environment. |
| 1: Just Started | We are aware of the Alberta Nutrition Guidelines for Children and Youth (2008) and are planning to make links to healthy eating in applicable curricular and extra-curricular areas. | We have identified active living as an important element of a healthy school culture. Opportunities for physical activity are provided, but are limited in curricular and/or extra-curricular areas. | We understand the importance of a creating a positive school culture and have begun to develop strategies to address/improve various aspects of our school climate. |

| Pillars of a Comprehensive School Health Approach | | | | | |
|---|---|---|---|--|---|
| Rating | Physical Environment | Partnerships and Services | Healthy School Policy | Teaching and Learning | Implementation |
| 4: It's Working | We ensure that the physical environment within our school is conducive to healthy living in all areas, including the safety, sanitation, and quality of the buildings, grounds, equipment, and air in and surrounding the school. | We have cultivated partnerships and engaged support from a broad network of agencies, programs and community members. We actively seek out additional partners and services within the community. | We have implemented wellness policies, procedures, and processes on all levels that support and promote Healthy Eating, Active Living, and Healthy Social and Physical Environments. | We have embedded formal and informal opportunities to learn about student health and wellbeing into all aspects of school life through appropriate activities, resources, and curriculum. | We have adopted a CSH approach and embedded it within the culture of our school. A wide variety of stakeholders are actively engaged in all stages and/or processes: (visioning, assessment, identification of priorities, implementation of action plans, evaluation, and celebration). |
| 3: Nearly There | We have implemented strategies that support healthy living within the physical environment, including the safety, sanitation, and quality of the buildings, grounds, equipment, and air in and surrounding the school. | We have developed partnerships and gained support from several agencies, programs and community members. We have encouraged involvement from additional partners and services within the community. | We have begun to implement wellness policies, procedures, practices, and processes on many levels that support and promote Healthy Eating, Active Living and/or Healthy Social and Physical Environments. | We have integrated formal and informal opportunities to learn about student health and wellbeing into most aspects of school life through appropriate activities, resources, and curriculum. | We have implemented a CSH approach and have begun to integrate it into the culture of our school. Several stakeholder groups are involved in most stages and/or processes (visioning, assessment, identification of priorities, implementation of action plans, evaluation, and celebration). |
| 2: On the Road | We have developed strategies that will support healthy living within the physical environment, including the safety, sanitation, and quality of the buildings, grounds, equipment, and air in and surrounding the school. | We have initiated communication with a range of potential partners and services within the community. | We have developed some policies, procedures, practices, and processes that support and promote Healthy Eating, Active Living and/or Healthy Social and Physical Environments. | We provide some formal and informal opportunities to learn about student health and wellbeing through appropriate activities, resources, and curriculum. | We have initiated a CSH approach in our school. Some stakeholders are involved in this process (visioning, assessment, identification of priorities, implementation of action plans, evaluation, and celebration). |
| 1: Just Started | We have assessed the physical environment of our school and have begun to develop strategies to address the safety, sanitation, and quality of the buildings, grounds, equipment, and air in and surrounding the school. | We have identified several agencies, programs and community members as potential partners and/or services. | We have begun to develop some policies, procedures, practices, and processes that will support and promote Healthy Eating, Active Living and/or Positive Social Environments. | We have just begun to plan some formal and informal opportunities to learn about student health and wellbeing. | We are developing strategies to address a more comprehensive approach to health and wellness in our school. A few stakeholders are involved in this process (visioning, assessment, identification of priorities, implementation of action plans, evaluation, and celebration). |

| Rubric Results Summary Table | | | | | | |
|------------------------------|----------------|----------|---------------|----------|----------|----------------|
| Priorities and Pillars | Assessment # 1 | Comments | Assessment #2 | Comments | Variance | Year End Notes |
| Healthy Eating | | | | | | |
| Active Living | | | | | | |
| Social Environment | | | | | | |
| Physical Environment | | | | | | |
| Partnerships & Services | | | | | | |
| Healthy School Policy | | | | | | |
| Teaching and Learning | | | | | | |
| Implementation | | | | | | |
| Total Score: | | | | | | |

Healthy Schools Rubric References:

Alberta Healthy School Community Wellness Fund (2009). Alberta Healthy School Assessment Rubric. Ever Active Schools (January 2009). Health Assessment Tool for Schools (HATS). The Joint Consortium for School Health (November, 2008). The Comprehensive School Health Framework.

| | | |
|---|--|---|
| Tool Name | Tell Them From Me (TTFM) STUDENT Survey | |
| Developed By | The Learning Bar (based in New Brunswick) | |
| Focus | Elementary student survey: <ul style="list-style-type: none"> • Social / Emotional Outcomes • Physical Health outcomes • School Context • Classroom Context | Middle and high school student survey: <ul style="list-style-type: none"> • Effective schools surveys - intellectual engagement and quality instruction • Healthy schools survey – nutrition, healthy weight, risky behaviours and sexual health. |
| | A set of common core measures exists within both surveys. These measures fall into two themes: <ol style="list-style-type: none"> 1. Student outcomes - social engagement, institutional engagement, emotional health and academic 2. Drivers of student outcomes - school context, classroom context, family context and demographics | |
| Purpose | The Student survey is part of a set of three surveys (Student, Teacher and Parent) that comprise an overarching school survey designed for school assessment and evidence based decision-making. This tool measures, assesses and reports student data on known factors that affect academic achievement and other outcomes and thus, offers insight into student thoughts and behaviours. | |
| Time Required to Complete | 20 minutes for students to fill out Can provide comparisons between time periods (Twice a year, monthly and even weekly) | |
| To Be Completed By | Students grades 4 -12 | |
| Format(s) for completion | Online and anonymous | |
| Analysis and Results | Survey results are displayed through practical charts and reports on measures such as Intellectual Engagement, which are constructed from multiple questions. This gives you the distinct advantage of benefitting from many years of research in school effects, and the ability to make informed decisions based on a trusted survey. | |
| Tested for Reliability and Validity? | According to the website, these surveys are “based on reliable and valid measures of known factors that affect academic achievement” and has been validated for use with grades 6 -12. | |
| Highlights | Customizability: The Learning Bar offers the ability to adapt the student survey at the district level to fit the target priorities; you can de-select any measures that are not of interest to you, or select additional measures from their extensive menu. YouTube clips explaining each of the surveys. E.g., “Introduction to the Tell Them From Me student survey: http://www.dailymotion.com/video/x8utz_n_introduction-to-tell-them-from-me-s_tech | |
| Access | http://www.thelearningbar.com/ttfm/student-survey.php Surveys are password protected and anonymous | |
| Cost | Split into ‘Continuous monitoring’ and single use. Student Survey is priced according to the number of participating schools in a district. District Licenses can reduce the survey fees considerably. The Learning Bar suggests you contact them to determine the best approach for your school community. At the district level, a District Coordinator is required to manage the project implementation. There is also a District Data Manager role to handle the uploading of student information to the main database (this is a yearly activity, required at the front end of the process, and requiring some IT experience). | |

| | |
|---|---|
| Tool Name | Tell Them From Me TEACHER Survey |
| Developed By | The Learning Bar |
| Focus | <p>Five classroom and school climate measures are assessed with the teacher questionnaire:</p> <ul style="list-style-type: none"> • Effective school policies and practices • Effective practices to support vulnerable youth • Staff morale and commitment to school improvement • Effective assessment practices • Positive relations with parents and the wider community |
| Purpose | The Teacher survey is part of a set of three surveys that comprise an overarching school survey designed for school assessment and evidence based decision-making. It can be used as a stand-alone instrument to assess classroom and school climate or it can be used in combination with the Student and Parent survey. |
| Time Required to Complete | Unknown. Contact info@thelearningbar.com for more information |
| To Be Completed By | Teachers |
| Format(s) for completion | Online and anonymous |
| Analysis and Results | Reports are made available to the school when they determine they have reached their optimal response rate. School-level teacher response data are not accessible by the district except in aggregate form from a minimum of five schools. Schools see only their own results. |
| Tested for Reliability and Validity? | According to the website, these surveys are “based on reliable and valid measures of known factors that affect academic achievement” |
| Highlights | Individuals with valid passwords and IDs can access the TTFM survey website from anywhere. |
| Access | <p>http://www.thelearningbar.com/ttfm/teacher-survey.php</p> <p>Surveys are password protected and anonymous</p> |
| Cost | Unknown. Contact info@thelearningbar.com for more information |

| | |
|---|--|
| Tool Name | Tell Them From Me (TTFM) PARENT Survey |
| Developed By | The Learning Bar |
| Focus | <p>The Parent Survey consists of 64 questions, covering five broad measures:</p> <ul style="list-style-type: none"> • Two-way Communication • Parents Support Learning at Home • School Supports Learning • School Supports Child's Social and Emotional Development • Parents Support Learning at School |
| Purpose | The Parent survey is part of a set of three surveys that comprise an overarching school survey designed for school assessment and evidence based decision-making. |
| Time Required to Complete | Unknown. Contact info@thelearningbar.com for more information |
| To Be Completed By | Parents of students from all grades, not just those parents of students who are completing the student survey. The Learning Bar recommends that all households be invited to complete the survey, one parent per household. |
| Format(s) for completion | Online (only) and anonymous |
| Analysis and Results | Parent Survey results are made available only to the School Principal and School Coordinator as a snapshot report. It is the responsibility of the school principal to decide whether this is appropriate, and what, if any, results are to be shared with parents. The Learning Bar will not make results available to parents online or in a report. |
| Tested for Reliability and Validity? | According to the website, these surveys are "based on reliable and valid measures of known factors that affect academic achievement" |
| Highlights | Schools have the option to set their own open-ended question. |
| Access | <p>http://www.thelearningbar.com/ttfm/parent-survey.php</p> <p>Surveys are password protected and anonymous</p> |
| Cost | Unknown. Contact info@thelearningbar.com for more information |

Wellness Websites

| | |
|--|--|
| Alberta Coalition for Healthy School Communities | www.achsc.org |
| Alberta Education | www.education.alberta.ca/teachers/program/wellness-education.aspx |
| Alberta Health & Wellness | www.health.alberta.ca/key/Healthy-Children-Initiatives.html |
| Alberta Health Services Resources | www.albertahealthservices.ca/2925.asp |
| Alberta Healthy School Community Wellness Fund | http://bit.ly/wellnessfund |
| Alberta Milk | www.moreaboutmilk.com |
| Alberta Nutrition Guidelines | www.health.alberta.ca/health-info/nutrition.html |
| Alberta Recreation & Parks Association | www.arpaonline.ca |
| Anti- Bullying | www.bullyfreealberta.ca/links.htm |
| Be Fit for Life School Programs | www.provincialfitnessunit.ca/bffl-school/ |
| Centre for Active Living | www.centre4activeliving.ca |
| Creating Outdoor Spaces | www.evergreen.ca/ |
| Dept of Agriculture-Curriculum | www1.agric.gov.ab.ca/\$department/deptdocs.nsf/all/agic7623 |
| Eat Well & Be Active Toolkit | www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/index-eng.php |
| Ever Active Schools | www.everactive.org |
| Health Promotion Clearinghouse | www.hpclearinghouse.ca |
| Healthy U | www.healthyalberta.com/543.htm |
| Heart & Stroke Foundation | www.heartandstroke.ca |
| Joint Consortium for School Health | www.jcsh-cces.ca |
| Nice Bike | www.nicebike.com/downloads/Improving_School_Climate_12-2010.pdf |
| Sip Smart Teaching Resource | www.dotcms.bcpeds.ca/sipsmart/welcome/ |
| Smarter Lunch Rooms | www.smarterlunchrooms.org/start.html |
| Sport, Recreation, Parks & Wildlife Foundation | www.asrpwf.ca/ |
| Tourism Parks & Recreation | www.tpr.alberta.ca/ |
| Wolf Creek Curriculum Resources | www.wolfcreek.ab.ca/HIA |

Acronyms

| | |
|---------------|---|
| AADAC | Alberta Alcohol and Drug Abuse Commission |
| ACHSC | Alberta Coalition for Healthy Schools Communities |
| AHLN | Alberta Healthy Living Network |
| AHS | Alberta Health Services |
| AHSCWF | Alberta Healthy School Community Wellness Fund |
| AHW | Alberta Health and Wellness (Provincial government health ministry) |
| ANGCY | Alberta Nutrition Guidelines for Children & Youth |
| APPLE | Alberta Project Promoting active Living & healthy Eating |
| BFFL | Be Fit For Life Schools Program |
| CALM | Career and Life Management curriculum |
| CHPS | Centre for Health Promotion Studies, University of Alberta |
| CLASP | Coalition Linking Action and Science for prevention |
| CSH | Comprehensive School Health |
| DPA | Daily Physical Activity |
| EAS | Ever Active Schools |
| FCSS | Family and Community Support Services |
| HAC | Healthy Alberta Communities project |
| HASS | Healthy Active Schools Symposium |
| HATS | Health Assessment Tool for Schools (developed by EAS) |

| | |
|-------------------------|--|
| HC | Health Champion |
| HEAL | Healthy Eating, Active Living - Capital Health |
| HPC | Health Promotion Coordinator (employee of AHS) |
| HSP | Healthy School Planner tool (developed by JCSH) |
| IUHPE | International Union for Health Promotion and Education |
| JCSH | Joint Consortium for School Health |
| PAPH | Physical Activity and Population Health |
| PD | Professional Development |
| PERT | Project Evaluation Reporting Tool |
| PHAC | Public Health Agency of Canada |
| REAL Kids Survey | Raising healthy Eating Active Living kids |
| SHAPE | Safe Healthy Active People Everywhere |
| SHAPES | School Health Action Planning and Evaluation Systems |
| SHF | School Health Facilitator |
| SMART | Specific, Measurable, Achievable, Realistic & Time-related project goals |
| SNAC | School Nutrition Action Committee |
| SPH | School of Public Health, University of Alberta |
| WHO | World Health Organisation |

Glossary

Active forms of transportation: e.g., walking, cycling

Analysis: The process of examining a topic to gain a better understanding of it

Assessment: a judgment about a topic based upon an organized review

Capacity: ability to be able to do something

Cognitive performance: The brain's ability to process, understand and communicate information

Collaboration: working together to achieve something

Connectedness: A sense of belonging between individuals

Consortium: a group coming together and working towards a common goal

Coordinator: someone responsible for organizing an event or initiative

Cultural considerations/Diversity: taking everyone's needs/differences in to account

Emotional well-being: feelings experienced at any given time

Environment: the setting, surroundings or situation

Evaluate: to consider or examine something in order to judge its value or importance

Facilitator: someone who supports a process to happen

"Fourth R": a social-emotional curriculum that is based on building relationships

Funding: a source of money

Guidelines: an organized outline of how something should be done

Health Champion/Project Lead: a role model or key person leading the development of a healthy school community

Implementation: the process of putting a decision or plan into action

Initiative: a project or strategy intended to improve something

Mentoring: The providing of advice

Nutrition: the value of a food's content

Optimal: best possible

Osteoporosis: a human condition that weakens one's bones

Peer support: help from someone who can be of a similar age

Priority: the main issue or concern

Research: investigation of a subject in order to better understand a situation or facts

Role model: someone to learn from

School Administration: Principal and Vice Principal

Board/of Trustees: a group of people responsible for making educational decisions for a school jurisdiction

Self-esteem: the amount of confidence a person has in one's self

Social skills: the way people behave with each other

Stakeholder: someone who has an interest in a particular situation (e.g., students, parents, families, teachers, staff, school administration, schools, community members, community partners, health experts, Board of Trustees members, and school districts)

Statistics: the collection, organization and interpretation of information

Strategy: a plan of action to achieve a goal

Superintendent: leader in a school district

Sustainability: to be able to keep something going or maintain it

Symposium: a meeting or conference

Systematic: in an organized way

Systemic: affecting everything

Testimonial: a favourable report about a situation or another person

Tolerance: accepting of different opinions, traditions or beliefs

Undernourished: underfed or eating foods that do not provide valuable nutrients

Vision: a directed idea or dream

Action Plan & Tracking Tool

| |
|-----------------------|
| PROJECT NAME: |
| PROJECT TEAM MEMBERS: |

| KEY GOALS, ACTIONS & ACTIVITIES All Goals should be SMART Specific, Measurable, Action oriented, Realistic and Time limited E.g., By May 2012 to reduce behaviour-related incidents during recess by 30% amongst elementary students through the implementation of the Positive Playgrounds Program ACTIONS & ACTIVITIES: List the actual actions or activities that will take place to achieve you goals. | Who will run/organise the activity? | Who is responsible for each information gathering step? | What information gathering strategies will you use to determine whether or not you have achieved your goals? Include any assessment e.g., JCSH Healthy School Planner, evaluation, tracking tools, surveys, informal interviews, observation, focus groups, comment boxes, etc. Be selective with the information you gather to ensure you are providing evidence that the GOAL has been met | When will you gather your PRE & POST information? Gathering information at the beginning and end of your project will help you determine if any change you see in the target population is a result of your project | | What are the results of your information gathering strategies? Include specific changes measured. E.g., "The Healthy School Planner showed that we can improve our eating environment by increasing involvement by students and parents in planning", "There were 20% fewer behaviour-related incidents during recess by end of project" | What learning has taken place and/ or what changes have been made? |
|--|-------------------------------------|---|--|--|------|--|--|
| | NAME | NAME | | PRE | POST | | |
| Goal 1: | | | | | | | |
| Date | Actions & Activities | | | | | | |
| | | | | | | | |
| Goal 2: | | | | | | | |
| | | | | | | | |

Budget

| Expenditure | Predicted \$ Expenditure | Description of Item | Contribution from other Sources - Name & \$ Amount | \$ Contribution from Wellness Fund |
|---------------------------------|--------------------------|--------------------------------------|--|------------------------------------|
| Staff Costs | | Wages Salaries Benefits Internships | | |
| | | Teacher Release Substitute Teacher | | |
| | | Professional Dev Staff Training | | |
| Conference Symposia Celebration | | Speaker Costs | | |
| | | Attendance Travel Costs | | |
| | | Event Costs | | |
| Supplies / Materials | | Equipment and Resources | | |
| | | Activity Costs and Fees | | |
| | | Seed Funding | | |
| Meeting Costs | | Concession Vending Food Tasters | | |
| | | Travel | | |
| | | Health Champions/ Committees | | |
| Printing / Photocopying | | Parent / Community Sessions | | |
| | | | | |
| | | | | |
| Project Promotion | | Advertising | | |
| | | Dissemination/ Sharing Results | | |
| Evaluation | | External/ Consultant Costs | | |
| | | Online Evaluation Tools and Analysis | | |
| Administrative Costs | | | | |
| Other | | | | |
| Total Expenditure | \$ | | \$ | \$ |

| Budget: In-Kind Support | Source – (contributions include equipment, goods, volunteer support, donated items & services for which no cash is required) | Estimated Value (\$) |
|-------------------------|--|----------------------|
| 1 | | \$ |
| 2 | | \$ |

Developing Healthy School Communities - Solutions to Barriers

This section seeks to support school communities in addressing challenges and barriers encountered during the development of healthy school communities.

These challenges were identified through the Wellness Fund Reporting & Reflection Tool 2009-2010, which was designed to collect data from Wellness Fund Projects pertaining to what has and has not worked in developing healthy school communities across Alberta.

The solutions presented are the result of collaborative work by Wellness Fund project leads and education and health partners.

The tables below are divided into a **Process** for healthy school community development and the **Pillars of a Comprehensive School Health Approach**. The solutions to each challenge have been placed in what was considered the most appropriate Process and/or Pillar category.

Although the solutions have been placed in one category, depending on circumstances they can be just as easily placed into different categories. The solutions highlighted in red appear in more than one box.

Problem: You are having difficulty getting administrative support for professional development to move your health initiative forward.
How do you address this?

Note: Commitment from stakeholders, including administration, was the number two resource put in place to ensure sustainability

| Process | Pillars of a Comprehensive School Approach |
|--|--|
| Prepare <ul style="list-style-type: none"> Educate administration on the benefits of CSH making the connection between health and learning with the support of research Clearly present the importance of Professional Development related to wellness to support change | Teaching & Learning <ul style="list-style-type: none"> Raise awareness through communication and by providing resources Target information to meet the needs of the audience Link health Professional Development to 21st century learners |
| Create a Shared Vision <ul style="list-style-type: none"> If top-down approach isn't working start bottom-up Ask why - understand why it is not supported Raise the profile of health by putting it on to school/district agendas Communicate from the beginning – start with small steps | Healthy School Policy <ul style="list-style-type: none"> Attempt to provide the same message to all schools/districts |
| Determine the Priority Issues <ul style="list-style-type: none"> Understand school/district priorities – find out what priorities are in place and how they can mesh with your initiative | Partnerships <ul style="list-style-type: none"> Engaging parents/students so they see it as a priority and put pressure on the school/district administration Utilise principals who are already doing the work to present to others - build relationships with and between principals Connect health to education Engage parent councils |
| Develop an Action Plan <ul style="list-style-type: none"> Invite input into long-term planning | |
| Implement & Monitor <ul style="list-style-type: none"> Promote healthy competition among classes/schools Gather evidence | Services <ul style="list-style-type: none"> Identify funds outside of the school/district budget Ensure external programs communicate in a manner understood by schools |
| Reflect Evaluate & Celebrate <ul style="list-style-type: none"> Share success stories Examine motivators – do disciplinary issues decrease as a result of students being healthier? | |

Problem: Your Health Champion finds a new position. How do you ensure the sustainability of the project once they leave?

Note: Wellness Fund Projects reported that staff development/turnover was the number one reason a project would not be sustainable

| Process | Pillars of a Comprehensive School Approach |
|--|---|
| Prepare <ul style="list-style-type: none"> • Before the health champion leaves allow time to ensure their knowledge is shared with remaining staff – have a contingency plan • Make time for communication between the former and new champion and the wellness committee • Consider employing a specialized teacher • Ensure a school health committee is in place instead of just one person being responsible – work collaboratively • Provide release time to health champion teachers • Recruit new team members who are interested in specific projects and goals • Revisit the action plan with the new Health Champion and committee members to ensure everyone has an awareness of the health plan | Social Environment <ul style="list-style-type: none"> • Build into the culture of the school • Use all staff as role models educating staff as to the rationale |
| Create a Shared Vision <ul style="list-style-type: none"> • Interview/ask potential teachers their perspective on a healthy school environment • Communicate the rationale for ensuring the sustainability of your wellness initiative to all staff. Some may not understand the importance of implementing initiatives to support student well being • Collaborate with teachers to evaluate the effects on student attitudes to self and others | Teaching & Learning <ul style="list-style-type: none"> • Create a database on your website with highlights from successful projects • Ensure that the Administration lets staff know how important health is to teaching and learning • Offer/provide professional development to the new health champion and committee members • Provide a refresher for all staff on why they are doing this to aid understanding of the importance of educating the school community on health and wellness. • Have committee members' address the school staff regularly to provide information and updates |

| | |
|--|---|
| <p>Develop an Action Plan</p> <ul style="list-style-type: none"> • Initiate staff health initiatives at the beginning • Delegate tasks amongst staff members • Have a written plan with timelines and set goals • Build sustainability at the beginning of the project | <p>Healthy School Policy</p> <ul style="list-style-type: none"> • Have a written plan with timelines and set goals • Reminder staff of the Wellness Policy and the required compliance. • Use/obtain communication from the Superintendent / District/ Principal to support direction |
| <p>Implement & Monitor</p> <ul style="list-style-type: none"> • Provide release time to health champion teachers • Send out emails to teachers directly – keep everyone informed • Have existing health champion record successes and challenges for future reference | <p>Partnerships</p> <ul style="list-style-type: none"> • Get the whole school community excited about a new start |
| <p>Reflect Evaluate & Celebrate</p> <ul style="list-style-type: none"> • Be willing to consider a new direction – it does not have to be the same one as the last champion and invite input from all stakeholders | <p>Services</p> <ul style="list-style-type: none"> • Utilise the expertise of an educational consultant to bridge the gap • Get a firm commitment from trainers • Utilise the skills of the school nurse/Alberta Health Services staff • Find an outside source (community involvement) to facilitate running and/or supplementing the program |

Problem: A dedicated core of teachers is keen to participate in your project but the majority of staff do not wish to buy-in. What can you do to ensure your project is not derailed?

Note: 13% of projects reports issues around staff training/professional development and participation

| Process | Pillars of a Comprehensive School Approach |
|--|---|
| Prepare <ul style="list-style-type: none"> Remember that change is a process and start with small steps Investigate a discussion/survey with 'resistant' teachers to find out the reasons –perhaps they are simply overwhelmed The program can still be successful with a core group of dedicated individuals Provide evidence of the impact of healthy choices on learning Plan to start at the beginning of the year rather than make changes in the middle of the school year | Social Environment <ul style="list-style-type: none"> Build emotional relationships with staff Make the healthy choice the easy choice Physical Environments <ul style="list-style-type: none"> Make the healthy choice the easy choice When providing staff lunches/snacks make nutritious choices |
| Create a Shared Vision <ul style="list-style-type: none"> Encourage staff engagement through involvement Elicit support from administration Allow for different skill sets in staff members and recognize them Engage students and parents Determine the Priority Issues Encourage teachers not to 'close doors' Focus on staff wellness first – consider mentorship | Teaching & Learning <ul style="list-style-type: none"> Educate/model food choices for students and staff Engage students – use peer modelling of DPA activities, etc Reinforce healthy choices modelled by staff Educate staff at both school and district level Organise professional development workshops for all staff in conjunction with AHS staff Provide statistics and research to support best practices |
| Develop an Action Plan <ul style="list-style-type: none"> Recognize that change is a process...plan to make gradual changes | Healthy School Policy <ul style="list-style-type: none"> Policy Creation – include accountability at all levels Ensure any policies are understood and are fully implemented |

| | |
|---|--|
| <p>Implement & Monitor</p> <ul style="list-style-type: none"> • Plan and organise staff wellness activities • Make the school health plan a standing item for discussion at staff meetings | <p>Partnerships</p> <ul style="list-style-type: none"> • Partner with those who support your choices • Plan for parental engagement • Utilise parent/teacher interviews for information exchange • Engage parents to work with teachers and teachers to work with parents |
| <p>Reflect Evaluate & Celebrate</p> <ul style="list-style-type: none"> • Publicly celebrate success • Reinforce healthy choices modelled by staff • Provide evidence of the impact of healthy choices on learning • Celebrate those teachers who are involved • Provide incentives to healthy schools/initiatives | <p>Services</p> <ul style="list-style-type: none"> • Partner with local health professionals to help promote and steer changes |

Problem: You are running a health initiative and are struggling to accommodate the number of students interested in participating. How will you address this?

Note: Projects reports issues around accommodating student participation and the logistics of scheduling

| Process | Pillars of a Comprehensive School Approach |
|---|---|
| Create a Shared Vision <ul style="list-style-type: none"> Let students pick an initiative that they are passionate about/interested in and create another activity within the initiative to accommodate numbers | Social Environment <ul style="list-style-type: none"> Pair up younger students with older students as mentors in peer led groups |
| | Physical Environments <ul style="list-style-type: none"> Schedule activities so everyone can participate but less often Organise people/courses/in-services as necessary to fit available spaces Cap registration and/or add more classes |
| | Teaching & Learning <ul style="list-style-type: none"> Integrate health programs into the curriculum |
| | Partnerships <ul style="list-style-type: none"> Bring in another adult to help but compare notes to avoid duplication of ideas Recruit community to provide space/time/ staff e.g. sport outreach invite parent volunteers to run the classes |

Problem: You have found that your Health Policy conflicts with the cultural considerations of some of your community – how do you address this and keep your initiative moving forward?

Note: Some projects reports issues around culture considerations

| Process | Pillars of a Comprehensive School Approach |
|--|--|
| Prepare <ul style="list-style-type: none"> Ensure your caterer is familiar with the cultural needs of the school community | Social Environment <ul style="list-style-type: none"> Raise cultural awareness and appreciation of diversity Get to know the community and its rituals and celebrations |
| Create a Shared Vision <ul style="list-style-type: none"> Talk to people in the community – ask them about their needs rather than expect them to fit in with what is already in place | Teaching & Learning <ul style="list-style-type: none"> Continue to educate the school community on its cultures Share the customs, traditions and practices of your community Offer professional development to staff on the cultural customs and traditions of the community Issue a 'Healthy Snack' Challenge to students to come up with ideas that meet their cultural needs. |
| Determine the Priority Issues <ul style="list-style-type: none"> Be proactive in encouraging cultural practices - invite information on what makes each culture comfortable | |
| Develop an Action Plan <ul style="list-style-type: none"> Learn and promote the healthy options within each culture | Healthy School Policy <ul style="list-style-type: none"> Examine how policies are/were created to meet the needs of individual school communities |

Problem: Your funding is coming to an end. How will you ensure that your initiative is embedded in the culture of the school/district?

Note: 8.3% of projects reports issues around costs and funding

| Process | Pillars of a Comprehensive School Approach |
|--|--|
| Prepare <ul style="list-style-type: none"> Organise a permanent steering committee which includes lead teacher, AHS School health facilitator/HPC, AHS staff, principal, superintendent, students, parents, community Consider sustainability planning from the beginning of the project by developing a 3 year plan Ensure there is more than one key person/ champion Produce a list of 'keys to success' for projects to ensure certain aspects are included | Teaching & Learning <ul style="list-style-type: none"> Integrated into/links to the curriculum Kits/resources that remain in schools Website for resource and story sharing Sharing of best practices |
| Create a Shared Vision <ul style="list-style-type: none"> Ensure that health is part of the vision for the school Shift in social norms and attitudes Frame a comprehensive school health approach as part of the school culture Obtain trustee /board buy-in Ensure there is collective ownership | Healthy School Policy <ul style="list-style-type: none"> District commitment / policy Frame a comprehensive school health approach as part of the school culture Wellness incorporated in to school goal/ business plan Policy in place to maintain the role of champions for healthy schools |
| Develop an Action Plan <ul style="list-style-type: none"> Create positions for students to support wellness – give student s ownership of the initiative Tie to activities already occurring in schools Consider opportunities to sharing funding Ensure the action plan addresses issues around sustainability Reprioritise funding within the district to continue financial support Set dates for activities requiring financial outlay | |

Implement & Monitor

- Ensure that action plans/assessment continue to be produced
- Tie wellness PD in with existing district PD opportunities

Reflect, Evaluate & Celebrate

- Share and celebrate successes
- Promote success within the district and community to gain support
- Plan for ongoing accountability
- Take time for honest reflection by sharing failures and best practices

Partnerships

- Encourage and develop support with community partners
- Promote student engagement/student leadership - allow them to take ownership of the project
- Create parent/ student demand for wellness through education awareness
- Obtain Trustee/Board buy-in
- Encourage parental involvement
- Obtain student buy-in by encouraging older student to motivate and mentor younger ones
- Consult key stakeholders about how an initiative can be sustained and assign tasks

Services

- Seek other sources of funding
- Request support from businesses for subsequent years
- Establish partnerships with local vendors to supply and deliver healthy items to the school
- Develop partnerships with local businesses and service groups to support each initiative

Problem: You need to determine how your initiative is going but survey completion is inadequate. How are you going to evaluate your Projects?

Note: 90.2% of projects reported that they needed evaluation related support

| Process | Pillars of a Comprehensive School Approach |
|--|--|
| Prepare <ul style="list-style-type: none"> Keep surveys short –and don't over survey | Partnerships <ul style="list-style-type: none"> Work with what you have Increase accessibility i.e. parental interviews |
| Determine the Priority Issues <ul style="list-style-type: none"> Provide support and time for data analysis to inform your planning Understand what data is and why it needs to be collected | |
| Develop an Action Plan <ul style="list-style-type: none"> Schedule time into the day to gather data Spend more time planning to ensure the required data is collected in an efficient way | |
| Implement & Monitor Consider using: <ul style="list-style-type: none"> Informal interviews and testimonials Speakers corner Video chat Survey Gold Survey monkey Add a few questions to an existing survey One on one conversations Informal observation | |
| Reflect Evaluate & Celebrate <ul style="list-style-type: none"> Try alternate avenues Report that the survey completion is inadequate Re-evaluate your questions - Ask why? – what is or not working | |

Problem: This year's cohort of student leaders isn't interested in supporting your healthy school initiative.

Note: 10% of projects reports issues around student participation and support

| Process | Pillars of a Comprehensive School Approach |
|--|---|
| Prepare <ul style="list-style-type: none"> Round them up –‘choose’ students and utilize their known talents Start developing a group of leaders early on - delegate roles, organise peer mentoring, draw out the ‘invisible’ students Offer more incentives to be part of the program, e.g. celebration days, t-shirts, etc. | Teaching & Learning <ul style="list-style-type: none"> Educate students as to the why behind healthy habits and school initiatives Engage staff support/teacher sponsors/staff modelling to encourage participation Utilise classes such as leadership 9 and sports performance Provide credit earning opportunities for participation in the program Introduce non traditional activities with a novelty element Keep up to date with new fitness trends to ensure students are both motivated and educated Deliver activities to both mixed and single sex classes to demonstrate they can be appropriate for males and females alike Allow students to take the lead in the teaching as they grow in confidence |
| Create a Shared Vision <ul style="list-style-type: none"> Solicit the student definition of a healthy school– build on their ideas Empower the students to become advocates for their own change | |
| Determine the Priority issues <ul style="list-style-type: none"> Ensure student choice in events/activities to encourage involvement Balance – involve students who do not have too many commitments | |
| Develop an Action Plan <ul style="list-style-type: none"> Promote and solicit involvement at the beginning of the year Let specific classes develop projects for which they receive funding to increase interest and spread responsibility | |
| Implement & Monitor <ul style="list-style-type: none"> Creatively adjust programming to ensure consistent members do not get bored yet drop-ins still benefit Post agendas/reminders on boards or monitors around the school | |
| Reflect Evaluate & Celebrate <ul style="list-style-type: none"> Provide recognition and incentives for contributions by students | |

Problem: Your initiative has created a backlash from parents. How do you move forward?

Note: 7% of projects reports issues around engagement and education of parents, staff and stakeholders

| Process | Pillars of a Comprehensive School Approach |
|---|--|
| Prepare <ul style="list-style-type: none"> Address their concerns-be knowledgeable –ask don't tell Explore various ways to increase educational opportunities and communication between home and school | Teaching & Learning <ul style="list-style-type: none"> Reassure parents that health is not taking away from 'important' subjects but will enhance the learning Support/educate students to support / educate their parents Provide educational opportunities-website, parent portal, newsletter Offer health and wellness sessions for parents with the staff |
| Create a Shared Vision <ul style="list-style-type: none"> Invite parents as partners – provide a platform to air their issues and views Talk with parent Advisory Councils and Trustees – share resources Recognize the barriers – cultural, knowledge, etc Listen, be open to ideas and suggestions | |
| Determine the Priority Issues <ul style="list-style-type: none"> Send out a survey to ascertain what parents think and what changes they want or are willing to support | Partnerships <ul style="list-style-type: none"> Invite parents as partners – provide a platform to air their issues and views Talk with parent Advisory Councils and Trustees – share resources Treat parents with the respect their deserve – they also have knowledge to share |
| Develop an Action Plan <ul style="list-style-type: none"> Organize a communication plan – email, Facebook, etc. Make the project visible and inclusive for the whole community Engage parents of new students to the school each year | |
| Implement & Monitor <ul style="list-style-type: none"> Create a systemic method of communication to keep all informed | Services <ul style="list-style-type: none"> Rely on the experts – use local services to support you Know from who and where to obtain support |
| Reflect Evaluate & Celebrate <ul style="list-style-type: none"> Share success stories | |

Problem: Staff are concerned that there is insufficient scheduled time to effectively implement the planned health changes. How do you address their concerns?

Note: 12% of projects reports issues around lack of time / time related issues

| Process | Pillars of a Comprehensive School Approach |
|---|---|
| Prepare <ul style="list-style-type: none"> Narrow the focus –take small steps Show the research and the impact it will have in the classroom Recruit more staff to the project and share the workload Utilize the students – they are a huge resource | Social Environment <ul style="list-style-type: none"> Develop a wellness community led by health champions Focus on staff wellness |
| Create a Shared Vision <ul style="list-style-type: none"> Build wellness into the culture of the school | Physical Environment <ul style="list-style-type: none"> Walk the talk – ensure resources are easily available |
| Determine the Priority Issues <ul style="list-style-type: none"> Narrow the focus –take small steps to lessen the workload | Teaching & Learning <ul style="list-style-type: none"> Demonstrate that wellness is cross-curricular and integrate it throughout the curriculum Provide simplified lesson plans/recipe cards in DPA bins Build on what is already happening and don't be deterred Utilise PD opportunities to teach and inform staff |
| Develop an Action Plan <ul style="list-style-type: none"> Designate implementers and planners to lead teacher/staff groups Form a wellness committee to act independently then report back Ensure goals are specific and modest with links to the learning benefits | |
| Implement & Monitor <ul style="list-style-type: none"> Focus on staff wellness Provide consistent meeting times Make wellness an agenda item at staff meetings Plan carefully how to gather information/data from the start Plan the use of substitute time carefully to make it effective Use team teaching to provide release time for health champion | Partnerships <ul style="list-style-type: none"> Utilise student leadership through involvement /facilitation Tap into community resources |
| Reflect Evaluate & Celebrate <ul style="list-style-type: none"> Reflect on success and celebrate with the whole school community | |

Problem: The Initiative is stalling due to a lack of communication between individuals involved in the project. How do you ensure everyone is kept in the loop to keep your project on track?

Note: Communication between individuals, administrators, students, staff and parents was repeatedly listed as a barrier to the development of policy but also as an overarching project challenge

| Process | Pillars of a Comprehensive School Approach |
|--|---|
| Prepare <ul style="list-style-type: none"> Establish a board/district/school level committee Create a systemic method of communication at the start Develop a staff/parent email contact list to facilitate communication | Teaching & Learning <ul style="list-style-type: none"> Put up visual reminders – posters, pictures, photo-story Embed changes within the curriculum |
| Create a Shared Vision <ul style="list-style-type: none"> Ensure all stakeholders have ownership of the initiative | Healthy School Policy <ul style="list-style-type: none"> Plan teacher release time for the initiative and provide a budget for substitute teachers |
| Develop an Action Plan <ul style="list-style-type: none"> Understand the roles and establish who is doing what Utilise a variety of communication strategies – blogs, wiki, phone, minutes, newsletters, email, announcements, website, outlook, calendar reminders | |
| Implement & Monitor <ul style="list-style-type: none"> Utilize timelines to ensure accountability Ensure meeting minutes action items are clear and understood by all Schedule regular meetings Arrange regular staff meetings with welcome back events, updates, etc | Partnerships <ul style="list-style-type: none"> Ensure that there is more than one key individual Involve parents teachers, administration have one person responsible for communication Ensure there is student involvement – use their communications skills Invite partners to the school for face to face visits |

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For more information, please contact:

Alberta Healthy School Community Wellness Fund
Centre for Health Promotion Studies
University of Alberta
5-10 University Terrace
8303 - 112 Street
Edmonton, Alberta
Canada T6G 2T4

TEL: (780) 492-2537

FAX: (780) 492-9579

EMAIL: healthyschools@ualberta.ca

www.achsc.org/wellness_fund.htm

Our Partners

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Alberta Coalition for Healthy
School Communities